

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2018 - 2019**



**Delivering on High Expectations and Outstanding  
Results for All Students**

**West Tatnuck School**

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**Ellen Moynihan**

**Principal or Administrator**

**Maureen Binienda**

**Superintendent**

## **Coordination and Integration of funds**

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

**Equity of Access:** Ensuring all students have access to high quality instruction and materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college and career readiness.

**Engagement:** Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

**Safe and Healthy Students:** Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

**High quality teaching and learning:** To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

**College and Career Readiness:** In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college and career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college and career readiness contractual service provider at our vocational-technical high school.

## **Worcester Public School Transition Plan for Assisting Preschool Children**

Worcester Public Schools support a transition plan for assisting preschool children to school-wide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into school-wide Title I programs.

## I. School Instructional Leadership Team Members

### School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept. /team-specify position, i.e. 2<sup>nd</sup> grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Ellen Moynihan	Principal	Sept: 20 <sup>th</sup>
Nancy Goldstein	Instructional Coach	Oct. 18 <sup>th</sup>
Anne Marie Faiola	Grade 6 /ELA and S.S.	Nov. 15 <sup>th</sup> Nov. 29 <sup>th</sup>
Andrea Shilale	Grade 5 /Ela and Social Studies	Dec: 13 <sup>th</sup>
Regina Allen-Davis	Grade 4 /ELA and S.S.	Jan: 17 <sup>th</sup> , Jan. 31 <sup>st</sup>
Courtney Hastings	Grade 4 /Math / Science	
Kathy Palumbo	Grade 3	Feb: 14 <sup>th</sup> , Feb 28 <sup>th</sup>
Amanda Taylor	Grade 2	March 14 <sup>th</sup> , March 28 <sup>th</sup>
Mary Beth Lynch	Grade 1	Apr: 11 <sup>th</sup>
Elaine Skowron	K	May: 16 <sup>th</sup> May 30 <sup>th</sup>
Justine Rogers	SPED	
Beth Vargas	ESL	

# I. Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2018 Official Accountability Report - West Tatnuck

03/15/18

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> West Tatnuck (03480260)	<b>GRADES SERVED</b> PK,K,01,02,03,04,05,06
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Not requiring assistance or intervention
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<b>Reason for classification</b> Meeting targets
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Progress toward improvement targets	Accountability percentile
85% - Meeting targets	89

### Overall results

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	1	4	-	-	-	-
	<b>Achievement total</b>	<b>8</b>	<b>12</b>	<b>60.0</b>	<b>8</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	3	4	-	4	4	-
	<b>Growth total</b>	<b>7</b>	<b>8</b>	<b>20.0</b>	<b>8</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	2	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>3</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total	6.7	9.6	-	7.6	7.6	-	
Percentage of possible points	70%		-	100%		-	
Criterion-referenced target percentage	85%						-
	Meeting targets						-

## II. Student Attendance

### Student Attendance (2017-18)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.6	7.5	22.8	7.9	22.8
Female	96.2	6.6	19.5	8.2	19.5
Male	95.1	8.5	26.2	7.5	26.2
Economically Disadvantaged	93.4	10.8	36.4	17.8	36.4
High Needs	94.8	8.8	29.1	11.7	29.1
LEP English language learner	93.3	11.1	42.9	18.7	42.9
Students with disabilities	92.0	13.2	39.1	23.2	39.1
African American/Black	93.0	11.3	20.6	14.7	20.6
Asian	96.2	6.4	25.0	8.3	25.0
Hispanic or Latino	93.8	9.9	34.9	19.0	34.9
Multi-race, non-Hispanic or Latino	96.2	6.6	24.0	4.0	24.0
White	96.3	6.6	19.5	4.2	19.5



**State Targets:**

**(To be given to principals when released by DESE in November 2018)**



### III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
<b>English Language Arts Achievement</b> in the following categories All Students, Lowest Performing, High needs, Econ. Disadvantaged Students w/disabilities and White	On the 2018 MCAS exceeded expectations in all mentioned categories
<b>English Language Arts Growth</b> In the following categories All Students, Lowest Performing, High needs, Econ. Disadvantaged Students w/disabilities and White	On the 2018 MCAS exceeded expectations in all mentioned categories
<b>Mathematics Achievement</b> in the following categories Lowest Performing, Students w/disabilities and white White	On the 2018 MCAS exceeded expectations in all mentioned categories
<b>Mathematics Growth</b> In the following categories Lowest Performing and EL and Former EL	On the 2018 MCAS exceeded expectations in all mentioned categories
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
<b>Mathematics Achievement</b> in the following category <b>EL and Former EL</b>	On the 2018 MCAS West Tatnuck declined to make the target growth in this category
<b>Science Achievement</b> in the following category All Students	On the 2018 MCAS West Tatnuck had no change in the score between 2017 and 2018
<b>Progress toward attaining English language proficiency</b> in the following categories All Students and EL and Former EL	On the 2018 MCAS West Tatnuck was improved but below target.
<b>Chronic Absenteeism</b> in the following categories High needs Econ. Disadvantaged	On the 2018 MCAS, West Tatnuck made improvements with the high needs group however below the target number and declined with the economically disadvantaged.

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations and PLC practices)	<b><u>Turn Around Practice 1 Leadership, Shared Responsibility and Professional Collaboration</u></b> <i>The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> <b><u>High Expectations and Positive Regard (1.2)</u></b> <ul style="list-style-type: none"> <li>● Teachers and administrators share a common agreed upon vision and mission of high expectations</li> <li>● Use of Webb’s Depth of Knowledge Questions focusing on Level 3: Strategic Thinking and Level 4: Extended Thinking</li> </ul> <b><u>Monitoring Implementation and School Progress (1.4)</u></b> <ul style="list-style-type: none"> <li>● Grade specific monthly goals reported out by grade level</li> <li>● Individual Student goals, communicated via student conferences and specific written feedback from the teacher.</li> <li>● written unit reviews of Math assessments</li> </ul> <b><u>Trusting Relationships (1.5)</u></b> <ul style="list-style-type: none"> <li>● Teachers develop self-efficacy through collaborative practice of looking at student work, for the purpose of improving instruction.</li> </ul> <b><u>Use of Time for Professional Development and Collaboration (1.6)</u></b> <ul style="list-style-type: none"> <li>● Teachers practice collaborative inquiry through the debating, dissecting and discussing problems of practice within the following professional learning communities.               <ul style="list-style-type: none"> <li>○ Leadership teams, ILT and Principal’s Advisory Committee (PAC)</li> <li>○ Grade level teams</li> <li>○ Vertical learning teams</li> </ul> </li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	The ILT team will closely monitor the following. <ul style="list-style-type: none"> <li>● School-wide application of teaching practices.</li> <li>● School-wide ability to solve problems as it relates to looking at student data and work.</li> <li>● School-wide collaboration on critical changes to increase student achievement</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> <ul style="list-style-type: none"> <li>● Establish Professional Learning Communities that study and support the school wide focus and mission</li> <li>● Provide building wide professional development. Skillful Teacher Grade level meetings teacher lead, co-constructed with staff.</li> <li>● Teachers collaborate within multiple professional learning communities for the purpose of increasing student achievement.</li> </ul>	<b>Data Source:</b> Student-teacher conferences, specific written feedback to students, *BAS assessments, *STAR assessments, Ongoing formative assessments, rubrically scored constructive responses, monthly analysis of Math assessments. Guided reading practices IXL completed tasks

## IV. B. Action Plan

<b>Intentional Practices for Improving Instruction</b> <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations including EL and students with disabilities)	<p style="text-align: center;"><b><u>Turnaround Practice 2 Intentional Practices for Improving Instruction</u></b></p> <p><i>The school employs intentional practices for improving teacher-specific and student-responsive instruction.</i></p> <p><b><u>1. Instructional Expectations (2.1)</u></b></p> <ul style="list-style-type: none"> <li>● West Tatnuck teachers will analyze and critique “best practice instruction” through a continuous professional development process of videotaping lessons then viewing the lessons with colleagues for the purpose of looking at:               <ul style="list-style-type: none"> <li>○ Clear and focused student learning objective</li> <li>○ All activities support the student objective</li> <li>○ Student engagement.</li> <li>○ Looking at student work for informed instruction and effective feedback</li> <li>○ Questioning deeply – Using the Depth of Knowledge chart to increase rigor- Strategic and extended thinking. Turn around Practice</li> </ul> </li> </ul> <p><b><u>Identifying and Addressing Student Academic Needs (2.3)</u></b></p> <ul style="list-style-type: none"> <li>● Identify our lowest 25% by grade and class. Develop individual intervention plans and realign resources to implement plans</li> </ul> <p><b><u>Structures for Instructional Improvement (2.7)</u></b></p> <p>2. Implement a data-based literacy action plan to improve writing with focus on idea development with 5 key components:</p> <ul style="list-style-type: none"> <li>● Strengthen literacy across content areas</li> <li>● Align school policies, structures, and culture with literacy goals</li> <li>● Use effective literacy interventions for struggling readers and writers</li> <li>● Improve action plan goals to build leadership capacity in all</li> <li>● Support teachers to improve instruction</li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> <li>1. ILT monitors reflective feedback from the videotaped lessons and identifies a new focus for the next videotaped lesson</li> <li>2. ILT examines student (Constructed response) work on a timely basis</li> <li>3. ILT looks at student work through the lens of problem solving</li> <li>4. ILT identifies a bank of higher order thinking questions on the depth of knowledge chart reflected in lesson plans in all content areas</li> <li>5. ILT will review and revise the 5 key components of the data-based literacy action plan and implement changes across all grade levels as needed</li> </ol>

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**

1. Teachers have a lesson videotaped and conduct a briefing analysis of instructional practice through the use of a written feedback response form from colleagues
2. Teachers incorporate discourse from PLC and ILT to demonstrate a more reflective practice to meet all learners needs based on data.
3. Student Feedback focused on the following:
  - Goal-Referenced
  - Tangible and transparent results
  - Concrete, actionable, and specific
  - User Friendly
  - Timely and Ongoing
  - Consistent and progressing toward a goal

Teachers use PLC, ILT, PAC, grade level meetings, and faculty meetings as forums for increasing discourse about implementing the Massachusetts State Standards through balanced literacy instruction which includes:

- Fountas and Pinnell Literacy
- Guided Reading
- Writer’s Workshop
- Self-Regulated Strategy Development (SRDS)
- Read Side by Side C.I.A. (Collect-Interpret-Apply)

4. Teachers design and share SRSD mini-lessons at grade level meetings. Teachers use formative assessments to plan next steps for instruction and identify students who need additional support. Formative assessments are analyzed and shared during meeting.

**Data Source:**

1. Monitoring student engagement in videotaped lessons through the following lens:
  - All students engage in productive struggle
  - All students persevere in problem solving
  - All students recognize that mistakes are a means to learning and part of the process
  - 100% student engagement
2. Looking at student work during coach-teacher meetings, principal-teacher meetings, grade level meetings, data review meetings, teacher tracking logs, Math unit assessments, and collaborative authentic writing review meetings, Fountas and Pinnell, BAS, STAR, Math Assessments, and constructed student response.
3. Students take district assessments and ILT generated pre and post assessments in each genre of writing so teachers can determine next steps for improving student growth.
4. A focus area is idea development in student writing, demonstrated throughout various types of writing such as: narrative, literary analysis, and research simulation task types. Students will goal set and use rubrics developed for each specific writing type at each grade level.

## IV. C. Action Plan

<b>Providing Student-Specific Supports and Instruction to All Students</b> <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students). (Specifically address students not meeting targets)	
<b>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</b>	<p><b><u>Turnaround Practice 3. Student-Specific Supports and Instruction to All Students</u></b>  <i>The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.</i></p> <p><b><u>Determining School wide Student Supports (Academic Interventions and Enrichment (3.3)</u></b></p> <ul style="list-style-type: none"> <li>● Re align and assign specific staffing resources to support students using a wide array of ongoing assessments</li> </ul> <p><b><u>Academic Interventions for English Language Learners (3.5)</u></b></p> <ul style="list-style-type: none"> <li>● Coordinate professional learning by district on use of SEI Card</li> <li>● Increase the use of SEI strategies in all classrooms to better meet the needs of ELs</li> </ul> <p><b><u>Academic Interventions for Students With Disabilities (3.6)</u></b></p> <ul style="list-style-type: none"> <li>● Increase collaboration time for general education and special education teachers</li> <li>● differentiated instruction</li> <li>● scaffolded instruction</li> </ul> <ol style="list-style-type: none"> <li>1. Coherent, focused and demanding curriculum aligned with Massachusetts State Standards</li> <li>2. Focused goals and objectives with clearly stated student intended outcomes</li> <li>3. Differentiated instruction</li> <li>4. Ongoing and frequent assessment with timely and meaningful written feedback</li> </ol>
<b>Instructional Leadership Team Implementation. Explain how ILT members implement and measure school- wide strategies.)</b>	<p>Our ILT reviews and monitors these school-wide processes noted above with regards to the effects that our interventions and assessments are having on our Tier 2/3 students through monthly charting of progress.</p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Re-alignment of our resources monthly to respond to student’s instructional needs in ELA and Mathematics. This includes, our SPED instructional assistant support for our Tier 2/3 students, our small group booster groups in grades one and two for reading. Engaging our ESL teacher for strategic support. Lesson Plans will include instructional strategies to support all learners.</p>	<p><b>Data Source:</b> Looking at student work during, coach-teacher meetings, principal-teacher meetings, grade level meetings, data review meetings, teacher tracking logs, Math unit assessments, and collaborative authentic writing review meetings. BAS, MAP, Math Assessments, constructed student responses</p>

## IV. D. Action Plan

<p><b>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</b>  <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i>            (Focus on developing a welcoming school through a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)</p>	
<p><b>Prioritized Best Practices or Strategies</b>            (Include differentiation to ensure access for targeted student populations)</p>	<p><b><u>Turn Around Practice 4 School Climate and Culture</u></b>  <i>The school provides a safe, orderly, and respectful environment for students and a collegial, collaborative, and professional culture among teachers.</i></p> <p><b>Family and Community Engagement 4.5</b></p> <p><b>1. Principal’s weekly communication to staff through connect ed. messages and school website</b></p> <p><b>2. Universal tier 1, SEL building strategy 4.2</b></p> <ul style="list-style-type: none"> <li>● Social Emotional instructor (fourth Prep)</li> <li>● Health instruction</li> <li>● Lunch groups, targeted student population.</li> </ul> <p>Flipped faculty meeting teacher lead.            Frequent teacher observations            Remind App, weekly connect Ed Messages and school Website to inform parents            Student lead daily announcements with student lead message            KYSN, parent teacher conferences, Grade level parental involvement activities</p>
<p><b>Instructional Leadership Team Implementation</b>            (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The school leadership focuses on instruction and meeting the needs of all learners through purposeful development of professional capacity. The ILT team provides professional capacity through meaningful professional development and collaboration to focus on students’ ongoing growth across all grade levels through daily “on the spot” formative assessment</p>
<p><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b>            Data Source: ILT meetings, grade level meetings, review and implement building procedures to ensure an orderly and safe school environment, all students and staff engage in a high level of discourse both inside and outside of the classroom as teachers and principal know all of the students.</p>	<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>● Low incidence of behavioral referrals</li> <li>● Students take academic risks in classrooms</li> <li>● Students demonstrate a high level of interaction with classmates and teacher throughout lessons</li> <li>● Students present their thinking process in class via reading response logs, oral and written presentations and explanations,</li> <li>● Teacher-student conferences,</li> <li>● Small group work, presentations, and multimedia presentations</li> </ul>

## IV.E. Action Plan

<b>Reducing Chronic Absenteeism</b> <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system to regularly review the impact of interventions with students).	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)	<ol style="list-style-type: none"> <li>1. <b>Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason</b></li> <li>2. <b>Review monthly chronic absenteeism with building-based team.</b></li> <li>3. <b>Identify quarterly good attendance celebrations</b> <ul style="list-style-type: none"> <li>● Quarterly Attendance celebrations for the classrooms with the highest attendance percentages</li> <li>● End of the year celebration for perfect attendance Continue 5-week review of attendance progress reports with student's grades 4 and up and send home.</li> </ul> </li> </ol> <p><b>School plan to promote ongoing good attendance</b></p> <ul style="list-style-type: none"> <li>● Daily announcements about attendance reminding students of the importance and the relationship between attendance and achievement.</li> </ul> <p>School Adjustment Counselor (SAC) monitors daily:</p> <ul style="list-style-type: none"> <li>● Checks Dr. and Parent notes</li> <li>● Checks SAGE for patterns</li> <li>● Checks and highlights computer generated letters to be mailed</li> <li>● Fresh Start Attendance intervention meetings</li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	ILT team will review monthly data and monitor and the above-mentioned action steps for authentic results in decline in absenteeism in specific targeted groups.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> All instructional staff with knowledge of persistent absenteeism is responsible for informing SAC, School psychologist, nurse, and instructional leadership team of ongoing persistent issues regarding chronic absenteeism Parents are called and notified of the school concerns in regards to the relationship between absences and student progress.	<b>Data Source:</b> As a result, daily attendance will increase due to an overall school wide effort.

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	West Tatnuck	Ellen Moynihan	August 2018-June 2019

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Use ongoing professional development in Fountas and Pinnell, SRDS, and CIA to implement best practices to improve student learning outcomes.	Grade level teachers PK-6	Videotaped lessons to provide modeling for peers to help support teachers and improve instruction in reading and writing across all grade levels.
2	Attending to Mathematical Rigor with equal emphasis on the following <ul style="list-style-type: none"> <li>● Procedural Fluency,</li> <li>● Concept development</li> <li>● challenging problem solving, deeper thinking and application to problem solving</li> </ul>	Grade level teachers PK-6	Students use of high yield routines that lead to high scores on Math Unit Assessments and reviewing student authentic Math processes during problem solving
3	Develop standards-based Science units in relationship to the 5 'E' model, Engage, Explore Explain, Extend and Evaluate	Grade level teachers PK-6	Initiating the use Science standards-based lesson, experiments and activities and implement Science labs across grade levels, including those available in Atlas, IXL and Mystery Science. Students will engage in the following scientific practices <ol style="list-style-type: none"> <li>1. Asking questions (for Science) and defining problems (for engineering)</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>5. Analyzing and interpreting data</li> <li>6. Using Mathematics and computational thinking</li> <li>7. Constructing explanations (for Science) and designing solutions (for engineering)</li> <li>8. Engaging in argument from evidence</li> <li>9. Obtaining, evaluating, and communicating information</li> </ol>



## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Teachers are meeting with ELA colleagues and the instructional coach through PLC and grade level meetings to discuss, review, revise, and implement learning from district trainings on Fountas and Pinnell, SRDS, and CIA to strengthen each student's ability to improve idea development in response to various texts.	<ul style="list-style-type: none"> <li>● Activate subject and grade level discussions on reading and writing strategies through PLC, ILT, and faculty meetings.</li> <li>● Implement school wide pre and post assessments aligned with SRDS.</li> <li>● Coordinate SRDS, CIA, and Fountas and Pinnell into a balanced literacy program across subject areas using mentor texts.</li> <li>● Continue to implement writer's workshop as a component of the balanced literacy program.</li> <li>● Establish book clubs which align with CIA units of study</li> <li>● Discuss next steps of curriculum implementation based on feedback from discourse at ILT, PLC, and grade level meetings</li> </ul>
2	Teachers are meeting with Math colleagues, instructional coach, and principal to discuss how to implement more conceptual Mathematics thinking and reasoning as it pertains to fractions into our Math curriculum to promote our students' capacity to become higher level Math thinkers and problem solvers.	<p>Teachers continue to reference strategies from the following references</p> <ul style="list-style-type: none"> <li>● Atlas site</li> <li>● NCTM Website</li> <li>● Accelerated Math / Star/ Khan academy videos</li> <li>● Pearson online site</li> <li>● "Practices for Orchestrating Productive Mathematics Discussions"</li> <li>● "Building a Positive Math Culture"</li> <li>● "Good Questions- Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom"</li> </ul>
3	Teachers are meeting with Science liaison, instructional coach, and principal to review Science content and monitor curriculum application across all grade levels 4 <sup>th</sup> and 5 <sup>th</sup> grade students will work on challenging Science material through IXL.	<p>Implement through</p> <ul style="list-style-type: none"> <li>● weekly lesson plans</li> <li>● review student outcomes at meetings</li> </ul>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Read aloud, guided reading, and book club models are used to provide a gradual release of skills and strategies for all students. SRDS manuals, Read Side by Side Units of Study, and additional materials have been distributed. Support materials such as posters, leveled book sets, and student book logs are present in each classroom.	<ul style="list-style-type: none"> <li>● Goal setting, graphic organizers, common language, and rubrics are used and created for various types of writing responses</li> <li>● Lessons focus on strategies to generate and improve idea development across content areas and writing genres, lessons are discussed at PLC and ILT</li> <li>● Common writing assessments for each writing task in the CIA units of study are being created</li> </ul>
2	Teachers received new reference books, “Common Core Math Companion”, “High Yield Routines”, and “Practices for Orchestrating Productive Mathematics Discussions” “Atlas Website”	<ul style="list-style-type: none"> <li>● Lessons with increased variety of complex Math problems are being developed</li> <li>● Data reports from STAR</li> <li>● Data from accelerated Math</li> <li>● IXL</li> </ul>
3	Teacher will continue to implement the NEXT Generation Science standard in alignment with the online Atlas resource and communicate with district liaison.	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Atlas</li> <li>● NEXT Gen. Science standards</li> </ul>

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
1	On Target: ILT and PLC meet twice a month to further progress towards achieving ELA goals. Teachers are learning new strategies to improve literacy through district training, then participating in rich discourse to improve teaching and learning. Videotaping will continue twice a year for each grade level.	Teachers continue to participate in district training at each grade level. Teachers implement SRDS and CIA strategies. Additionally, teachers improve their practice through collegial visits to other WPS which have exemplified excellence in literacy using SRDS, CIA, and Fountas and Pinnell. These teachers then train, and model observed strategies to ILT and PLCs.
2	On target: Math teachers are meeting with principal and instructional coach to read, discuss, and implement NCTM based rich content and complex Math problems that involve higher level thinking	Professional learning communities analyze student work, then plan and implement strategies.
3	On Target and ongoing weekly: Scheduled meetings as needed to monitoring target groups.	Teachers are continuing to develop exploratory labs. Resource material is being accumulated.